

Applecroft School



Staff Pay Policy

Person Responsible:	Finance & Business Manager
Review Cycle:	Annually
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This policy is based on the 2025 Herts Model Policy Pay Policy (outside of the collective agreement) that Professional Associations/Trade Unions have been consulted.

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Staff Pay Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life.'

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience

This policy sets out the framework for how decisions on pay are made at Applecroft School. It has been developed to comply with current legislation and take account of the requirements of each of the terms and conditions in use at the school. For pay, the relevant documents to be cross referenced are: the School Teachers' Pay and Conditions Document (STPCD) for Teachers and the *National Joint Council for local government services National Agreement on Pay and Conditions of Service*, commonly known as the 'Green Book' for non-teaching posts.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality workforce
- recognise and reward staff for their contribution to school improvement
- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans
- ensure that pay decisions are made in a fair and transparent way
- ensure that available financial resources are allocated appropriately and sustainably.

Pay decisions at this school are made by the Board of Trustees where the value of a post is set in the structure (school leadership ranges, TLR and SEN allowances). Decisions on progression within an established range or in the case of teachers, progression to the Upper Pay Range where appropriate, are made by the pay committee of the Board of Trustees taking note of the recommendations of the Senior Leadership Team (SLT).

Where an employee has contractual entitlement to enhanced terms to those provided in this policy owing to rights carried with them under a TUPE transfer, the employees' contractual terms will apply.

Reference in this policy to Teachers includes Early Career Teachers (ECT's). ECT induction will have no adverse impact upon pay or career progression opportunities. ECT's will be subject to pay progression in line with the provisions of this policy.

This policy does not form part of any employee's contract of employment, and it may be amended at any time.

2) Basic pay determination on appointment:

The Headteacher will determine the pay range for a non-leadership vacancy prior to advertising it. On appointment the Headteacher will determine the starting salary within that range to be offered to the successful candidate. In the case of non-teaching staff the pay value of roles is determined by virtue of a job evaluation scheme, the scheme currently in use is Hay.

In making such determinations, the Headteacher may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context.

Pay will be set in line with any specific restrictions set out in the relevant terms and conditions and this policy.

There is no assumption that any employee will be paid at the same rate as they were being paid by a different employer.

For senior leader appointments, which include the posts of Headteacher, Deputy Headteacher, Assistant Headteacher and the Finance & Business Manager, this determination will be made by Trustees delegated with responsibility to oversee the recruitment process.

3) Leadership pay group:

The Board of Trustees has assigned individual pay ranges for each leadership group post which have been calculated in accordance with the STPCD and are set out in Appendix 1 of this policy.

These will be reviewed on determining the pay range for a vacancy prior to it being advertised, taking account of the needs of the school and the skills and experience of a new appointment.

These ranges will only change:

1. Where the accountability and responsibility of the post significantly increase since it was last reviewed.
2. In order to reflect a change in value of a post following a recruitment exercise which warrants a review of the leadership group ranges in order to maintain a suitable pay differential.

The pay range for the Headteacher will be kept within the range attributed to the school group size in the STPCD. The Board of Trustees will have regard for the position of the school within the group range when determining the individual range for the Headteacher. This will in turn inform limitations of other leadership group posts which will not overlap with the pay range of the Headteacher.

4) Pay Reviews:

4.1 Non-teaching staff

For non-teaching staff terms and conditions allow for an automatic increment in the spinal column points within each H or M grade band. These will occur automatically on the 1st April. Cost of living awards are still applied under the non-teaching terms and conditions. No increment will occur in circumstances where an individual is the subject of formal capability proceedings.

Once the top of a range has been reached there is no further scope for incremental progression.

4.2 Teaching staff

The Board of Trustees will ensure that each teacher's salary is reviewed annually and any changes in pay will take effect from 1 September each year. Reviews will be undertaken in the autumn term and will be completed no later than 31 December each year, it may on occasion be later than this date for the Headteacher. All teachers will be given a written statement setting out their salary and any other financial benefits to which they are entitled. Delays in the publication of the STPCD may result in a delay in figures being confirmed.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an

individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of salary safeguarding, the Board of Trustees will give the required notification as soon as possible and no later than one month after the date of the determination.

5) Pay progression:

In this school, staff can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for appraisal are set out in the school's appraisal policy.

5.1 Non-teaching staff

The application of pay increases will occur automatically due to the nature of the terms and conditions save where an individual is subject to formal capability proceedings. Employees will increment at the rate of one spinal column point per annum until they reach the top of their pay grade. This is in addition to any cost-of-living award applied.

5.2 Teaching staff

Following an individual teacher's annual appraisal they should expect to receive pay progression, at the rate of one point per annum, within the maximum of their pay range unless they are subject to capability procedures.

Progression through the upper pay range will be considered biennially.

In the case of ECTs (Early Career Teachers), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

For those on the Main, Upper and Unqualified Pay Ranges, pay progression in this school will follow incremental progression up the Advisory Pay Points contained with the STPCD.

Those on the Leadership Pay Range, and Leading Practitioner Pay Ranges will follow incremental progression up reference points determined by the Board of Trustees.

These reference points should be considered unique to this school. Whilst the Board of Trustees on occasion have reference points which mirror those published by other organisations, there is no requirement to do so and annual reviews will consider the circumstances of this school including but not limited to affordability.

The reference points and values used in this school are set out in Appendix 1.

6) Movement to the Upper Pay Range:

6.1 Applications and Evidence

Any qualified teacher, having previously demonstrated competency to progress to Band 2 of the schools' pay range as an accomplished teacher, may apply to be paid on the upper pay range. Any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range. Applications may be made once per year. Applications must:

- be made on the appropriate application form and submitted, to the Headteacher, outlining a summary of performance, which can be evidenced if required, that demonstrates the required standards.
- be submitted by the end of the spring term (March/April) in each year for consideration to move to the Upper Pay Range in the subsequent Autumn term (consideration will be given to accepting late applications where exceptional circumstances exist). The school encourage an early indication be given at the objective setting stage so that teachers may be supported to look at progress toward the standards during the appraisal cycle prior to the application being reviewed.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

Where evidence is reduced due to maternity or disability related absence(s) the school will consider the evidence available and base a determination on what would have been the outcome following appraisal assuming that performance continued.

6.2 The Assessment

An application will be successful, if the Headteacher and the Pay Committee are satisfied that:

- the teacher is highly competent* in all elements of the teaching standards
- the teacher's achievements and contribution to the school are substantial* and sustained
- the teacher has fulfilled the schools' skills level descriptors/career grade expectations for Band 3.

At Applecroft School, this means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period
- been assessed as meeting their performance appraisal objectives over a sustained period

and in addition that:

- teaching has been rated as good overall, with some outstanding, over a sustained period*

- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include;
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improved teaching and learning across the school.

*Sustained means maintained continuously over a period of at least two school years.

* 'highly competent' means practice which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

* 'substantial' means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

6.3 Processes and Procedures

The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period due to maternity, adoption, shared parental leave or ill health.

The Headteacher or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee.

The Headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.

A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision, usually by 31 December.

Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).

Where the application is not successful, the Headteacher or an assigned member of the SLT will provide feedback which may be used to inform the ongoing performance appraisal process to help develop their skills to work toward a future successful application.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the arrangements for pay appeals.

Being subject to capability action may have an impact on the pay review for that or the following academic year. However, the incremental point may be considered following a further pay review retrospectively, if the employee makes sufficient progress to reach a good level of performance. The employee concerned should be formally notified of the possibility of not being awarded the forthcoming incremental point as soon as possible. Every effort should be made to provide the employee with the appropriate support and training to help them improve their performance within the context of the capability framework.

7) Cost of living pay awards

The school will follow the recommended cost of living increases to all pay scales and pay points in line with the STPCD.

8) Teaching and Learning Responsibility (TLR) payments:

TLR payments will be awarded to the holders of the posts indicated in the schools' approved staffing structure. TLR payments may not be awarded without the Board of Trustees having first reviewed the structure prior to advertising.

From 1st September 2025 the value of any existing or new TLR1 and TLR2 payment will be based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent duty. Where a part-time teacher is undertaking a TLR1 or TLR 2, schools will no longer be restricted to the pro-rata principle when determining the value of the TLR1 or TLR 2 payment. For the avoidance of doubt, the school will act fairly and appropriately when determining the value of a TLR1 or TLR2 payment.

TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the schools' staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable i.e. where a post:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgment

- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
- involves line management, leading, developing and enhancing the teaching practice of others
- must be a significant responsibility that is not required of all classroom teachers.

How and what level of TLR to qualify for:

In order to qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.

A TLR payment will not be awarded in respect of teaching duties in Special Educational Needs or pastoral care.

TLRs will not generally be awarded in a primary setting for subject coordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.

The Board of Trustees will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. In this school, the Board of Trustees has determined the value of TLR posts as set out in Appendix 1.

In accordance with the STPCD, a teacher is not entitled to be awarded more than one TLR of any value, with the exception of a TLR3.

The Board of Trustees may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvements, or one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed term for which they are to be awarded must be established at the outset of the award. Consecutive TLR3s for the same responsibility will not be awarded unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to salary safeguarding.

How long is a TLR applied for?

TLR1 and TLR2 payments are linked to the post and therefore will usually only cease when changes to the post are implemented in the structure or when the employee resigns for the post.

TLR 3 payments are for a fixed, time-limited period, for example a teacher could be awarded for a specific time-limited improvement project or one off externally driven responsibility.

With reference to safeguarding please refer to section 6 of the policy, there will be no salary safeguarding of any fixed term/temporary TLR payments.

9) Special Educational Needs (SEN) allowances:

The Board of Trustees will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD.

The value of SEN allowances to be paid at this school are set out in Appendix 1.

10) Unqualified teacher allowance:

The Board of Trustees may determine that an allowance be paid to an unqualified teacher where, in the context of the staffing structure, the teacher has taken on a sustained additional responsibility which is:

- focussed on teaching and learning; and
- requires the exercise of a teachers' professional skills and judgement; or
- qualifications or experience which bring added value to the role s/he is undertaking.

11) Recruitment and retention allowance:

The Board of Trustees may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.

The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary levels within the structure. Allowances of this nature in this school typically fall within the range £500 - £3,000.

The duration of the payment will be determined according to the circumstances of the payment. Such payments will be reviewed annually at which time the allowance may be withdrawn. Such allowance may never be seen as permanent and does not require advance notice be given when withdrawn.

Members of the leadership pay range are not entitled to a recruitment and retention payment.

12) Additional Payments - Provision of service to another school(s):

The Board of Trustees may authorise the Headteacher to provide services relating to the raising of standards in another school. Where such an agreement is authorised, the Board of Trustees will determine, what, if any, proportion will be paid to the Headteacher and/or other staff, of additional income received by the school as part of the agreement. Any such payments will be made in accordance with the terms of the STPCD and will be temporary with no entitlement to safeguarding on cessation.

13) Bonuses & Honoraria payments:

The Board of Trustees will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria.

Such awards may, in exceptional circumstances, be made to non-teaching staff. Honoraria payments can be used when an individual is undertaking work that is part but not all of a higher graded position for a period of four weeks or more.

Honoraria payments may also be used to reward additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over four weeks or more. The Board of Trustees will take into account the difference in monthly salary of the post holder and the level of work they are undertaking.

Where the full duties of a higher grade are undertaken this will be treated as acting up.

14) Part-time & Non-Permanent Teachers:

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Board of Trustees will ensure that they are provided with a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a fulltime teacher in an equivalent post, using the pro-rata principle as per the STPCD.

15) Short notice/supply teachers:

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

We recognise that the Agency Workers Regulations Provide for an agency Teacher who has worked in the same school for more than twelve weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post being covered. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

16) Salary safeguarding/protection:

The Board of Trustees will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

Changes in pay for those covered by Local Government Terms and Conditions are covered by a Collective Agreement with Unison. This provides protection of one H or M grade above the grade of the new post for the period of two years. The protected grade is frozen and not subject to cost of living awards however the substantive grade would continue to have awards applied.

17) Appeals:

17.1 Non-teaching staff

As pay progression is automatic save for where an employee is subject to formal capability proceedings, there is limited scope to require a pay appeal.

Disputes relating to the pay grade of a member of non-teaching staff should be brought to the attention of the Board of Trustees. If the role has previously been Hay evaluated and no significant change has occurred to responsibilities it is unlikely that there will be grounds to have the role re-evaluated.

Where informal discussion does not allow for a satisfactory conclusion to be reached the Board of Trustees will agree for the role to be re-evaluated. At the conclusion of the evaluation process the outcome will be final and the pay determination applied. In circumstances where this results in the grade being reduced the provisions of the 2010 Collective Agreement covering pay protection will be applied.

17.2 Teaching staff

Pay recommendations will be contained within appraisal statements and these will be discussed with employees at appraisal review meetings. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.

An employee may make a formal appeal against a decision on pay, which must be submitted in writing within 10 working days of receipt of written notification of that decision setting out the grounds for their appeal in full.

The grounds of appeals will likely be based on one or more of the following; the decision maker(s):

- incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
- incorrectly applied the school's pay policy
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence

- were biased
- otherwise unlawfully discriminated against the employee.

Appeals will be heard by the Pay Appeals Committee.

The Appeals will be heard at a meeting, normally within twenty working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.

Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.

The decision of the appeal committee will be notified in writing. The decision of the Board of Trustees Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.

The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities.

18) Monitoring the impact of this policy:

The Board of Trustees will comply with relevant equalities legislation and will promote equality in all aspects of the organisation, particularly as regards all decisions on advertising of posts, appointing, promoting, and paying staff, training, and staff development.

The Board of Trustees will ensure that its processes are open, transparent, and fair. All decisions will be objectively justified. Adjustments to the application of this policy will be considered on a case-by-case bases, where an employee has been absent from work for an extended period of time including maternity and sickness absence.

Teaching salary ranges and values:

At Applecroft School, the Board of Trustees have determined that the following ranges and values be used. Values set may only be amended by the Board of Trustees and will only where there is evidence of significant additional accountability and responsibility attributed to the post.

Leadership Group posts

The specific pay ranges for leadership posts in this school are:

Headteacher

(Group 3 - Leadership Range 18-23)

£80,133 - £90,380

Deputy Headteacher

(Leadership Range 5-9)

£58,573 - £64,500

Assistant Headteacher

(Leadership Range 1-3)

£53,197 - £55,822

Across the school we have adopted Reference Pay Points for the Main and Upper Pay Ranges which are as follows:

Main Pay Range:

MPS1 - £34,398

MPS2 - £36,373

MPS3 - £38,627

MPS4 - £41,075

MPS5 - £43,545

MPS6 - £46,839

Upper Pay Range:

UPS1 - £48,913

UPS2 - £50,668

UPS3 - £52,490

Across the school we have adopted reference points for the Unqualified Teacher Range as set out below:

UQ1 - £24,066

UQ2 - £26,655

UQ3 - £29,248

UQ4 - £31,532

UQ5 - £34,126

UQ6 - £36,717

Teaching and Learning Responsibility (TLR) Payments:

TLR values are fixed relative to level of responsibility

The following posts have been valued as TLR 2a £3,527:

- Early Foundation Stage & Year 1 Phase Leader
- Years 4-6 Phase Leader

Where appropriate for project work that will not continue for more than one year the Board of Trustees will use TLR3s. These will fall within the range £702 to £3,478 in accordance with the STPCD.

SEN Allowance:

Where it is appropriate to award a SEN allowance, the school will pay: £2,786

Appendix 2 – Professional skills level descriptors

Professional Area	Relevant Standards	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher*		
		Main pay scale 1-3			Main pay scale 4-6			Upper Pay range 1-3		
Professional Practice	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		